

Joanna-Woodson Elementary

510 South Ellis Street
Joanna, SC 29351

Grades	PK-5 Elementary School	
Enrollment	276 Students	
Principal	Melodie C. Edwards	864-697-6480
Superintendent	Dr. Charles H. Lackey	864-833-0800
Board Chair	Myron (Buddy) Hunt	864-833-5773

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	54	42	2

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Good	Yes

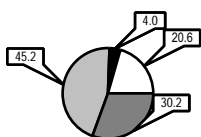
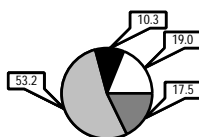
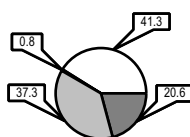
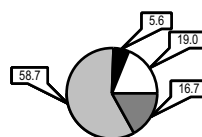
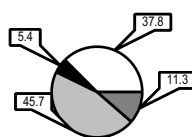
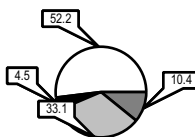
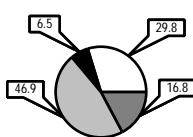
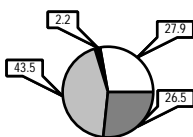
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	134	100.0	20.6	45.2	30.2	4.0	46.8	Yes	Yes
Gender									
Male	66	100.0	33.9	41.9	22.6	1.6	32.3		
Female	68	100.0	7.8	48.4	37.5	6.3	60.9		
Racial/Ethnic Group									
White	87	100.0	22.0	45.1	30.5	2.4	46.3	Yes	Yes
African American	43	100.0	17.5	45.0	32.5	5.0	45.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	113	100.0	15.2	46.7	33.3	4.8	51.4		
Disabled	21	100.0	47.6	38.1	14.3	0.0	23.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	134	100.0	20.6	45.2	30.2	4.0	46.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	100.0	20.6	45.2	30.2	4.0	46.8		
Socio-Economic Status									
Subsidized meals	99	100.0	22.6	47.3	24.7	5.4	44.1	Yes	Yes
Full-pay meals	35	100.0	15.2	39.4	45.5	0.0	54.5		

Mathematics – State Performance Objective = 36.7%									
All Students	134	100.0	19.0	53.2	17.5	10.3	48.4	Yes	Yes
Gender									
Male	66	100.0	19.4	53.2	17.7	9.7	46.8		
Female	68	100.0	18.8	53.1	17.2	10.9	50.0		
Racial/Ethnic Group									
White	87	100.0	15.9	53.7	19.5	11.0	51.2	Yes	Yes
African American	43	100.0	25.0	52.5	15.0	7.5	45.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	113	100.0	16.2	56.2	16.2	11.4	49.5		
Disabled	21	100.0	33.3	38.1	23.8	4.8	42.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	134	100.0	19.0	53.2	17.5	10.3	48.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	134	100.0	19.0	53.2	17.5	10.3	48.4		
Socio-Economic Status									
Subsidized meals	99	100.0	23.7	50.5	18.3	7.5	45.2	Yes	Yes
Full-pay meals	35	100.0	6.1	60.6	15.2	18.2	57.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	134	100.0	41.3	37.3	20.6	0.8	21.4
Gender							
Male	66	100.0	50.0	29.0	19.4	1.6	21.0
Female	68	100.0	32.8	45.3	21.9	0.0	21.9
Racial/Ethnic Group							
White	87	100.0	36.6	41.5	20.7	1.2	22.0
African American	43	100.0	52.5	30.0	17.5	0.0	17.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	113	100.0	40.0	37.1	21.9	1.0	22.9
Disabled	21	100.0	47.6	38.1	14.3	0.0	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	100.0	41.3	37.3	20.6	0.8	21.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	134	100.0	41.3	37.3	20.6	0.8	21.4
Socio-Economic Status							
Subsidized meals	99	100.0	44.1	37.6	18.3	0.0	18.3
Full-pay meals	35	100.0	33.3	36.4	27.3	3.0	30.3

Social Studies							
All Students	134	100.0	19.0	58.7	16.7	5.6	22.2
Gender							
Male	66	100.0	22.6	56.5	14.5	6.5	21.0
Female	68	100.0	15.6	60.9	18.8	4.7	23.4
Racial/Ethnic Group							
White	87	100.0	19.5	56.1	17.1	7.3	24.4
African American	43	100.0	17.5	62.5	17.5	2.5	20.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	113	100.0	19.0	60.0	15.2	5.7	21.0
Disabled	21	100.0	19.0	52.4	23.8	4.8	28.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	134	100.0	19.0	58.7	16.7	5.6	22.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	134	100.0	19.0	58.7	16.7	5.6	22.2
Socio-Economic Status							
Subsidized meals	99	100.0	21.5	60.2	12.9	5.4	18.3
Full-pay meals	35	100.0	12.1	54.5	27.3	6.1	33.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	47	100.0	19.6	30.4	32.6	17.4	50.0
	4	40	100.0	32.5	35.0	30.0	2.5	32.5
	5	26	100.0	19.2	69.2	7.7	3.8	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	23.1	38.5	34.6	3.8	38.5
	4	46	100.0	16.7	47.6	28.6	7.1	35.7
	5	36	100.0	21.9	53.1	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	47	100.0	17.4	56.5	26.1	N/A	26.1
	4	40	100.0	7.5	30.0	50.0	12.5	62.5
	5	26	100.0	19.2	53.8	23.1	3.8	26.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	52	100.0	23.1	61.5	13.5	1.9	15.4
	4	46	100.0	14.3	40.5	21.4	23.8	45.2
	5	36	100.0	18.8	56.3	18.8	6.3	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	34.6	50.0	15.4	0.0	15.4
	4	46	100.0	42.9	26.2	31.0	0.0	31.0
	5	36	100.0	50.0	31.3	15.6	3.1	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	52	100.0	11.5	53.8	25.0	9.6	34.6
	4	46	100.0	9.5	69.0	16.7	4.8	21.4
	5	36	100.0	43.8	53.1	3.1	0.0	3.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 276)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	Up from 5.1%	3.7%	3.0%
Attendance rate	96.7%	Up from 96.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	3.7%	3.2%
Eligible for gifted and talented	5.8%	No change	7.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.8%	Down from 7.3%	8.5%	8.2%
Older than usual for grade	0.4%	Down from 0.7%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	63.2%	Up from 60.0%	50.0%	52.6%
Continuing contract teachers	94.7%	Down from 95.0%	82.2%	83.3%
Highly qualified teachers	100.0%	No change	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 86.4%	86.1%	87.0%
Teacher attendance rate	94.9%	Down from 95.4%	94.9%	95.0%
Average teacher salary	\$42,813	Up 0.9%	\$41,084	\$41,703
Prof. development days/teacher	11.2 days	Down from 13.5 days	13.0 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.6 to 1	17.8 to 1	18.8 to 1
Prime instructional time	90.6%	No change	89.8%	89.8%
Dollars spent per pupil*	\$6,946	Up 3.6%	\$6,557	\$6,242
Percent of expenditures for teacher salaries*	57.2%	Down from 60.6%	64.8%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	91.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our motto at Joanna-Woodson Elementary School, "Hitch Your Wagon To a Star," sets the tone of high expectations, a commanding sense of purpose, and great ambition for all students. It is also reflective of a caring environment, where all children have the opportunity to achieve success.

This year we received SACS accreditation, which confirms our goal of providing quality education. JWES received the Palmetto Silver Award for outstanding student academic performance. We were recognized by the Education Oversight Committee as a school that has closed the achievement gap among students of differing economic, racial, and ethnic groups. Teachers, students, parents, and community members have helped to make this come true for our school.

As we strive to improve instruction, our teachers participate in on going staff development. We continue to work on reading, writing, and math instruction, and we feel that the gains our students are experiencing are a direct result of improved instruction.

Our students have participated in an active mentoring program. We raised over \$1100 for the tsunami disaster and donated the money to Lions International and Rotary International for ongoing relief.

At Joanna-Woodson, we want our children to have the necessary skills to lead a productive and successful life and to be able to give back to others.

Melodie Edwards
Principal

Jennifer Tummons
SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	21	20
Percent satisfied with learning environment	96.2%	90.5%	89.5%
Percent satisfied with social and physical environment	100.0%	85.7%	95.0%
Percent satisfied with school-home relations	88.5%	95.2%	85.0%

*Only students at the highest elementary school grade level at this school and their parents were included.